Weekly Meeting Observations

<u>Outcome</u>: All families served are supported in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.

<u>Performance Measure:</u> Narratives/Developmental Observations from weekly meetings.

The following are narratives that are shared during our weekly planning meeting. Together as a team we are able to plan accordingly to meet every child's needs/interest.

July 2004

Austin was helping push the wagon around while giving his friends rides. Austin has shown an interest in helping with anything especially cleaning up.

Jason and Zahl really enjoyed playing in shaving cream. Actually everyone in the group was covered from head to toe. Jason was a great model for Zahl to imitate pumping the cream and rubbing all over himself.

Zahl was able to play away from mom for longer periods of time. He is really watching and observing the other children in the playgroup. Jason and Zahl had another wonderful interaction where Jason offered to share a book.

J.T. is spending a lot of time in the pretend play kitchen area. He pretends to cook, clean and eat. J.T.'s favorite is the barbeque. He is also showing interest in the gross motor activities and roughhouse play.

Mackenzie enjoyed eating the bell pepper strips with ranch dip. She was able to take appropriate sized bites without over stuffing her mouth. Mackenzie was humming and singing while she was eating her snack. She likes dipping various crunchy textures.

August 2004

Travis is showing signs of affections towards his peers. He gave Mackenzie a big hug and kiss when he arrived to the playgroup. Mackenzie was ready and willing with her arms opened up.

Evan is using more language and gestures to communicate. He said "off" when shaving cream got on his hand. At snack time he will ask for "more please". Evan's motor planning has improved and is trying more gross motor activities such as the balance beam, and practicing jumping.

September 2004

Serena and Jason have a high interest in the baby dolls. They are having conversations about if their doll is too cold and needs a blanket or if they like certain songs. They are both bringing the baby dolls to music time.

Alyssa is starting to talk more and is adjusting well to the group for only attending the group for a few times.

Hunter is a good eater and really enjoys snack time. He loves asking for more crackers, green beans and juice.

Serena did a great job climbing the beanbags and mats. It was nice to see her participate in this activity. She typically will choose the tabletop activities or pretend play area.

October 2004

Declan is doing better during snack time. He actually tasted the mango nectar and licked ranch from his zucchini stick. Declan is joining in activities with other children. He plays with gak and play dough and is beginning to explore a variety of new textures. During gross motor activities he has been using his upper body strength more.

Jake is following simple directions. He is beginning to help clean up and handling transitions smoother. Jake is starting to look at other children and imitate them. Jake's favorite songs are the Gorilla songs. He is now singing ooh-ooh, eee-eee!

Haley clapped her hands during music time and joined her peers inside the playhouse.

Camille participated in the rolly-polly song by doing the hand movements.

Hunter has made progress in requesting his wants during play group.

Declan is following the group more and participating in music. He sings the clean up and goodbye song.

Jason invited another child in the house making space for that child.

November 2004

Declan was in the sand box imitating children scooping the sand. He is also trying more foods and taking just a few tiny bites.

Haley really enjoyed the soup and crackers. She was doing a nice job with her spoon and requested a drink of water.

Camille liked the soup and playing in the dress up area.

Jake enjoyed the bin of beans and made a game out of transferring the beans from the bin to the saucer. He gave lots of eye contact.

December 2004

Ena hugged Camille and Camille hugged her back.

Haley anticipated the hand movements to the song "If your happy and you know it".

Hunter got inside the macaroni bin and took his socks off to feel the macaroni on his toes.

Declan jumped on the trampoline and immersed himself in the paper pool. Declan is following the other children around.

Jake was looking in the mirror and at Camille while jumping on the trampoline. Jake made his own game of pointing and labeling body parts.

Haley asked Vanessa for more during paper pool play. She was giggling and smiling during this sensory activity. She also participated in rolly-polly.

**The Commission is welcome to attend any of our weekly team meetings. They are every Friday from 1:45-2:45!

Demographics

<u>Outcome</u>: All families served are supported in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.

Performance Measure: Demographics

• 12 Children, aged 2 years, were served by the Community Inclusion Playgroup Project in the past 5 months.

Table 1: Number of Children in Project by Age and Gender

Age	Number of Males	Number of Females	
Less than 1 year	0	0	
1 year	0	0	
2 years	7	5	
3 years	0	0	

- Of the children served, 84% were Caucasian, 8% Chinese-Asian, and 8% Persian.
- The average length of service for children is 8 months.

Ages & Stages

<u>Outcome</u>: All families served are supported in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.

<u>Performance measure</u>: Ages and Stages Questionnaire for children in Early Head Start participating in the playgroup.

Table 2: Ages and Stages Questionnaire

J

Fine Motor

Problem Solving

Personal-Social

Developmental Areas Communication Gross Motor Fine Motor Problem Solving	30 mor 60 55 60	nths cutoff	38.8 30.6 25.2 28.9	33 mo 60 60 60 60	onths cutoff	35 25 25 25
Personal-Social	60		36.9	60		25
K						
Developmental Areas	20 mo	nths		22 mo	nths	
Communication	55	cutoff	36.3	55	cutoff	35
Gross Motor	55		36.2	40		25
Fine Motor	55		39.8	40		25
Problem Solving	60		29.9	55		25
Personal-Social	50		35.2	50		25
A						
Developmental Areas	22 mo	nths		24 mo	nths	
Communication	60	cutoff	35	60	cutoff	36.5
Gross Motor	52		25	50		36

25

25

25

50

50

60

36.4

32.9

35.6

50

45

60

^{*}If the child's score falls below the cutoff score consider a referral.

Developmental Areas	27 months		30 months		
Communication	55	cutoff	35	60	cutoff 38.8
Gross Motor	60		25	60	30.6
Fine Motor	40		25	40	25.2
Problem Solving	60		25	60	28.9
Personal-Social	55		25	60	36.9

ASQ:SE

*If the child's score falls above the cutoff score a referral is considered.

J

30 months

Score: 10 Cutoff: 57

K

21 months

Score: 25 Cutoff: 50

A

24 months

Score: 5 Cutoff: 50

Parent Satisfaction Survey

<u>Outcome</u>: All families served are suppor6ted in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.

Performance Measure: Parent satisfaction survey

Parent Survey

Baby Steps/Placer Infant Development Program

Please answer the following questions:

- 1. How has your child's development increased lately?
 - In the last 6 months with PIDP/Baby Steps, Declan has improved with his fine/gross motor skills, as well as language. He also has made progress with feeding skills and socialization with other children.
 - Socialization skills increased a lot by being with other kids his age. Imitation skills increased. Can sit in circle much longer than in the beginning.
 - Improved socialization and adapting to new situations and more comfortable around larger groups.
 - Kevin's vocabulary is increasing and he is becoming very independent and strong willed.
 - He talks in sentences now, he is running now, and likes to hold the mixer when we bake.
 - His vocabulary is growing daily! He's also starting to show interest in potty training.
- 2. What knowledge and skills have you developed or gained to assist your child's development?
 - Many skills such as knowing the appropriate ranges for his development, more patience with behaviors due to education from staff and literature.
 - Learned how to encourage Jake to do imitation play. I didn't realize how important it was.
 - Learning ways to deal with different situations, praise, Zahl's limitations with other children.
 - Colleen gives handouts at every home visit and I also receive lots of information at his regular physicals with the doctor.
 - Taken a few parenting meetings to learn how to further his development.
 - I learned more everyday. He's becoming such an individual that I've really learned to be flexible.

- 3. In what way do you feel supported as a parent at the play groups?
 - The staff are always supportive with daily issue regarding sleep, behavior (temper tantrums) and other developmental issues.
 - Always felt she could ask questions of the teachers, felt they were very supportive.
 - Family's around supporting and helping with her son. Any help a friend would give you.
 - I feel like the caregivers always give me lots of information about how Kevin is doing and also the paperwork we do.
 - Other moms advice and willingness to help when I need them.
 - I know that I can always ask any questions that I have, or any concerns that come up and receive answers without being made to feel like an "overprotective mother hen".

Comments:

- The PIDP staff has been integral to Declan's learning, development and growth. I am a better parent for having them available as a resource.
- I always feel really good about leaving Jason at school. <u>All</u> of the staff are great, and I know they really care about Jason and put his needs first.

Early Intervention Development Profile

<u>Outcome</u>: All families served are supported in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.

<u>Performance measure</u>: Early Intervention Developmental Profile for families in the ARC Placer Infant Development Program.

Table 3: Early Intervention Developmental Profile

J

Developmental Areas	CA:	31 months	CA:	35 months
Fine Motor		20-23 months		30-31 months
Cognition		20-23 months		28 months
Social/Emotional		20-23 months		32 months
Self Help		16-19 months		29 months
Gross Motor		24-27 months		33-34 months
Language		12-16 months		16-19 months

This child made progress in all areas of development. It is wonderful to see that in the areas of social/emotional and language he continued to increase his skills. These areas are significant for this child because he has the diagnosis of Autism. He is now using more signs and gestures to communicate his needs and is putting together two word phrases. His eye contact and interest in other children has improved. Now instead of lining up animals he prefers to play with baby dolls. This child received home visits from ARC-PIDP Early Childhood Special Educator and an Alta California Regional Center private vendor for an in-home tutoring program.

D

Developmental Areas	CA:	22 months	CA:	27 months
Fine Motor		12-15 months		16-19 months
Cognition		12-15 months		20-23 months
Social/Emotional		20-23 months		24-27 months
Self Help		12-15 months		15-17 months
Gross Motor		20 months		24-27 months
Language		12-15 months		20-23 months

This child was born premature and has had a long journey of feeding challenges due to reflux. It is of great significance that his self-care skills have gone up. He is now willing to sit down at the table for snack time and is showing an interest for food. He is now

drinking a variety of fruit nectar juices and will drink soup from a straw. He also likes dipping veggies and licking off the dip. Mealtimes used to be such a difficult time because this child would gag or vomit instantly. His language skills have increased and he is a wonderful model for all children in the playgroup. This child has been receiving early intervention services from ARC-PIDP since he was 6 months. He receives home visits from a Nurse/Infant Educator, Certified Occupational Assistant, and Mental Health/Infant Educator.

C

Developmental Areas	CA:	28 months
Fine Motor		16-19 months
Cognition		24-27 months
Social/Emotional		24-27 months
Self Help		20-23 months
Gross Motor		20-23 months
Language		12-15 months

This child just started attending our playgroup. She has a twin sister who is apart of our playgroup. This child is receiving home visits from ARC-PIDP Speech and Language Pathologist. She was born premature and is being followed for all areas of development.

Η

Developmental Areas	CA:	28 months
Fine Motor		12-15 months
Cognition		12-15 months
Social/Emotional		15-18 months
Self Help		16-19 months
Gross Motor		12-15 months
Language		09-12 months

This child just started our playgroup with her twin sister. This child has been diagnosed with Cerebral Palsy and will be fitted for orthotics. She receives home visits from an ARC-PIDP Occupational Therapist and Speech Therapist.

Z

Developmental Areas	CA:	30 months	CA:	35 months
Fine Motor		12-15 months		15 months
Cognition		20-23 months		28-32 months
Social/Emotional		21-24 months		24-27 months
Self Help		12-15 months		12-15 months
Gross Motor		16-19 months		16-19 months
Language		12-18 months		16-22 months

This child has made progress in the areas of cognition, social/emotional and language. He has been receiving Occupational Therapy and Speech Therapy in his home with ARC-PIDP home visitors. This child has the diagnosis of Autism. He play skills have matured and is willing to try new things. He is using more signs and gestures to communicate his needs instead of screaming or fussing.

M

Developmental Areas	CA:	30 months	CA:	35 months
Fine Motor		25-26 months		28-29 months
Cognition		24-25 months		28-29 months
Social/Emotional		26-27 months		30-31 months
Self Help		20-23 months		32-35 months
Gross Motor		14-15 months		26-27 months
Language		18-19 months		18-20 months

This is a child with Down Syndrome. She has been receiving early intervention services from the Placer Infant Development Program since she was an infant. The two most significant areas of improvement above were the increase in her self help and gross motor skills. When she first started playgroup she preferred to finger feed and use a sippie cup. Now she is more independent using utensils and drinking from an open cup. She is now walking independently and will have a good start for preschool.

Sustainability Measured By Usage Of Modular

<u>Outcome</u>: The modular is used by the community for meetings and gatherings on a fee basis resulting in a funding source other than First 5 to pay for team meetings.

<u>Performance Measure</u>: Tracking community usage of the modular along with revenues and expenses placed in a protected account for the playgroup team meetings.

Income from Community Playgroup: \$ 120.00

Expenses:

Bldg. Repair & Maintenance \$ 606.96 Utilities \$ 600.00

Total Expenses: 1206.96